William Chauvenet, Chancellor, 1862-1869 (See inside back cover)

UNIVERSITY GALLERY—3
Put yourself in the place of the high school student facing the prospect of a college education. What is good about it? What will it ask of you? What will it give in return? — If you were seventeen again, how would you judge the words of this article?
Y ou, as high school seniors and juniors, are on the threshold of what should be a great transition—the transition to college or university life. Each of you is now one of 43 million people in the United States, nearly one-fourth of the population, who are going to school. You will soon become one of 3,200,000 men and women enrolled as university or college students. If you stop to think about it, this is an awesome figure. It is a city the size of greater Los Angeles, with everyone carrying notebooks.

Whether college marks a great transition, or simply a drift with the current of middle class convention, depends in large part on you. It hinges on some profound questions, which you might begin asking yourself—"What will I make of university life? How can I avoid getting lost in the college crowd?" College is no longer something for the few; it is now for the millions, literally, and some Cassandras doubt that we should maintain so many under the ivy, doubt that the years spent there are really fruitful. In my judgment, the answer to the questions and the Cassandras can be satisfactory—if you and others approach your university careers with some clear sense of direction.

Much depends on the attitudes you bring with you, as well as on the college or university you attend. Let me borrow an image from one of our finest teachers who is also the dean of our liberal arts college. He has suggested that the approach of a student to college should be basically that of a calf toward the cow: to get everything out of it he possibly can. Today I want to consider the promise of university life, what you may get out of alma mater, under two headings. These are adventure, and humanity or love. You might consider them not only in terms of your college career but as they may relate to the life you lead after you graduate.

Ragpicker’s Learning

First, in the realm of adventure, let me recommend to you adventure in ideas. The phrase is Whitehead’s, but we can all in our ways use it and practice it. What I have in mind is sensitivity and concern which goes beyond merely storing information for the sake of information. This kind of ragpicker’s learning once produced grotesque payoffs on television quiz shows, but it never produced much in the way of understanding or human development. What I think you should be concerned with is a quest for larger ideas, for skills and depth of skills in solving problems, for generalization and explanation, for seeking meaning in what first appears as confusion or cacophony. This adventure in deeper vision, in meaning and order, may proceed along many paths. It may be experienced in the effort to describe the behavior of subatomic particles, in seeking factors to explain why American politics are cognate with and yet distinctively different from European politics, or in pondering the ultimate nature of the good life as you conceive it. At Washington University, and the pattern is similar at most colleges today, we have what we call a common studies program and an individual studies program. In the common studies program, we encourage you to seek a broad, informed orientation to the world and to yourself, especially to the world of ideas and your place in it—in short, to find a solid foundation. Then, but only then, should you move intensively to accomplish excellence in your specialty.

There is immense excitement possible in this adventure in ideas. For those who are sensitized, there is a deep
lure in developing the skills which go into solving problems, an organic thrill in arriving at some proximate solution of a previously opaque indeterminacy, fascination in the pursuit of larger meanings. All this is of value, and fun in itself. But also, more and more top business-executives see adventure in ideas, problem-solving skills, as basic training for broad-gauge executive work, for creative planning and decision making. Such intellectual development is more fundamental than the details of technical training, although these too are important. This is true also of the professions, of government, and of any field of endeavor beyond the routine.

Truth Is Difficult

Second, let me recommend adventure in truth. If this has no meaning, we'll all subscribe to it; there is something snugly satisfying about a nice round familiar platitude. But I want to attach a meaning to it, and insist on it. The search for truth involves a rigorous refusal to accept the easy, the superficial, the coded answers of conventional wisdom or the multiple-choice quiz. Life is not that simple, our knowledge isn't that neat or certain: what we know is considerable, but much remains that we're uncertain about or still groping for. An advanced level, and some of you know this, all knowledge of phenomena is only what has been referred to as "statistical tendencies," or matters of probability. We measure these things when we can, but sometimes we can't. Thus rigorous search for truth goes beyond easy formulations, conventional certainties, ready answers. It is a matter of asking—"Is it really so, or am I simply accepting a cliché? What are the dominant tendencies, the counter-tendencies, the complexities and nuances, the proportions? How can I test or check a statement to see if it is so or not so?" Here is a proving ground for the large ideas we adventure in. It is a testing in the rugged terrain of observation, a shakedown against "stubborn, irreducible facts" in experience and systematic observation, whether it goes on in the laboratory or in other kinds of research. Let me cite an example, from a field with which I am familiar. Many people "knew" that President Eisenhower's triumphs at the polls in the face of Republican defeats for Congress were "explained" by the movement to the suburbs, or the young people's vote, or the women's vote. Such plausible hunches soon crystallized into the conventional wisdom of many journalists, among others. But when these frozen notions were tested against the intricate, chest-close cautious, fact-jammed statistical investigations of the Survey Research Center of the University of Michigan, they were found wanting. They were simply not so. Such a fate often awaits suggestive intuitions, grand hypotheses — including, perhaps, some hunches of my own about politics in the 1950s, which I will allude to later.

Yet literal truth and meticulous verification is not the whole range of truth, and not always possible. Let me suggest the realm of what we may call aesthetic truth or insight — the understanding, for example, of people through literature. We have, to take a case, elaborate analyses of the demonic pathology of Hitler and the Nazi movement. We have a vivid picture of Hitler's deeply traumatic experiences with his own tyrannical father at the Austrian town of Linz. Such research is invaluable. But let me read a few lines by the poet W. H. Auden, which suggest another way of looking at the subject:

Accurate scholarship can
Unearth the whole offence
From Luther until now
That has driven a culture mad,
Find what occurred at Linz,
What huge image made
A psychopathic god:
I and the public know
What all schoolchildren learn,
Those to whom evil is done
Do evil in return.

This is in itself a kind of truth. It may bring a deeper feeling or understanding to you than the details of a sociological and psychological inquiry.

The Art You Seldom See

Third, let me recommend to you adventure in the discovery of beauty, in art. Here the spectrum may range from the lyric beauty, drama, and wit of Mozart's Don Giovanni to the dark-and-light pastoral of the changing Russian countryside in Doctor Zhivago to the poetry of omen, terror, and compassion in Oedipus Rex. Adventure in beauty entails not only aesthetic response but the whys of that response. This in turn requires some understanding of the artist's purpose or aim, the feeling or meaning he sought to objectify in his work of art, and the form and techniques he utilized. Let's take, for example, Louis Sullivan's Wainwright Building, at the northwest corner of Seventh and Chestnut streets in downtown St. Louis. How many of you have ever noticed it? How many of you have ever really "seen" it? Begun in 1890, it was a trail-blazing piece of architecture. Its upswep t lines are in sharp contrast to the box-buildings around it, and to the sensitive eye it is far more gratifying than its neighbors. Why is this so? An answer requires some feeling for the relationship between form and function. Can you see, really "see," similar relations in the new St. Louis airport terminal building, where a different context and function entail a different form and different patterns? Let me suggest that adventure in beauty, aesthetic enrichment, strengthens the personality and provides internal resources on which to live in the long years to come.

Adventure in ideas, in truth, in beauty—these hint at the promise of a university or college career. But more than this is necessary. Students graduating from college today do not only into a world threatened by destruction, but into an age of organization, which is particularly apparent in the middle-class milieu most of you will enter.
Life for the American middle class today, I suggest, is characterized by comfort and general economic security. But it is also marked not only by cold war and the spectre of nuclear war but by organization patterns and other conditions which threaten considerable social and cultural sameness, what has been called "status panic" in bureaucracies whether corporate or governmental, substantial lack of sense of identity, and a recurring feeling of rootlessness. In consequence, I suspect, many Americans today are subject to a seldom-faced but quietly nagging psychological insecurity. This is a fascinating problem—the impact of this new world of the "organization man." Recently I have been particularly interested in these aspects of mid-twentieth-century life, because here at Washington University some of us are inquiring into some of their probable consequences for politics. Now I want simply to touch on one facet of your role in this connection. Again I borrow from W. H. Auden, who once wrote of a friend—

Let us honor if we can
The vertical man
Though we value none
But the horizontal one.

In a world that seems to be valuing more and more the horizontal man or woman, how can you avoid colorless conformism, "other-directed" behavior, "groupthink," the patterns of sameness and loss of identity?

Needless to say, I am not prepared to attempt a total prescription. But let me suggest that a broader direction or purpose in your life may help in this issue, and that it may be found in the realm of humanity or of love. At the moment, I am not thinking of love between boy and girl, or man and woman, the Greek "eros," romantic or sexual love, though this is after all a significant and legitimate part of college life—about a third of those 3,200,000 university students are married. Here I am concerned with "agape," the Greek term which suggests love in the broader sense. This is love of one's fellow-man. love in the non-romantic sense, broad sympathy and concern, the Christian charity—if you won't confuse "charity" with merely giving to the United Fund. Here again let me deal with three realms.

The Groupfitted Man

First, there is the question of how you relate to other individuals whom you meet face to face. The point here, once again, is not the conventional wisdom of adjustment, getting along with the group and doing what it wants you to do, togetherness, or what I think of as "groupfit." To assume that your relations with other individuals are good simply because you successfully practice groupfit is not a sufficient answer: you may be dying inside without knowing it. The point here is the actual quality of personal relations, the breadth and depth with which you meet others as individuals, the sensitivity and quality of feeling which you bring to such contacts. This comes out in many ways—for example, in what you talk about and I hope that your exchange with your fellows goes beyond baseball and the comic strip. Of course I, too, can feel for the St. Louis Cardinals, and even sympathize with "Archie" and his Veronics. But there are, after all, deeper things in life, and there should be deeper things in your relations with one another.

Second, let me suggest love of mankind. This involves basically a sense of concern, of involvement with the plight of others, whether they are white, as most of you are, or whether they are black; whether they are in St. Louis, or in Little Rock, or in Tibet. Such concern or commitment was once fashionable, but much of the conventional wisdom of today practically qualifies it out of existence, asking, "Am I covered? Let me, in a very nice way, take care of myself." On the contrary, let me suggest that you consider the plight of others. During the Tibetan crisis I was encouraged to see that a number of students at the University of California at Berkeley were active in organizing a Tibetan Brigade to go to the aid of the cause of humanity as they saw it there, and they reached the stage that indicates that a project is serious—the stage of trying to find enough money. Now I do not suggest that we all have to go to Tibet, or even that that is the best place to serve mankind. But I do suggest a sense of responsibility and concern, or as the French put it, of being "engagée," being involved, with at least some action to match. This is the reverse of the easy cynicism of the "inside-dopester" who "knows" how everything works, even who bribed whom when actually there was no bribe, but who feels for nobody and for no broader purpose. Oscar Wilde has described a cynic as one "who knows the price of everything, and the value of nothing." Perhaps we should all be less entranced with price measures, more concerned with human values, with social responsibilities. Intellectual sophistication need not, and should not, lead to cynicism and passivity, but to concern and activity.

Let me refer again to immediate politics, not for professional or scholastic purposes, but because it is familiar. Consider the hero-worship which runs so strong today, particularly as it has been expressed in emotional identifications with the personality-image of President Eisenhower, which encompasses far more than the emotional strain of "I like Ike." Consider the bland appeal of what one writer calls the "Smooth Dealers" in the Democratic as well as the Republican party, from Senator Jack Kennedy of Massachusetts to Governors Bob Meyer of New Jersey or Pat Brown of California. Now these are capable, civilized, even educated men, certainly men of charm. But their very capacity and acceptability suggest some questions. What larger direction do they represent in a world which veers from violence in Little Rock to the brink in Lebanon to peril at Berlin, a world of intensifying nuclear fallout and potential global explosion? What purpose do they offer beyond the conventional wis-
dom, beyond routine and the ready channels of the carefully "covered?"

But, you know, it’s easy to see the shortcomings in others, in a president, in a senator or governor, particularly in potential presidential candidates. Let us put the shoe on the proper foot and ask, "What do we, what do you demand of such leaders? What do you insist on when you think of political leadership?" To a significant degree, we get large measures of personality-image or am-I-covered politics because, in the age of organization and subliminal personal insecurities or tempered anxieties, we seldom demand more. To shift the emphasis away from politics, you might ask what you demand beyond immediate content, easy belonging and easy knowing, personal satisfaction, when you think of the whole range of your life. This is hardly a time to play Nero, observing in comfort, however cleverly—while cities struggle, skin-color denies children as well as adults their full chance at life, and intercontinental ballistic missiles threaten the world. Particularly in a democracy, the issue of humanity involves you, too.

The Role of the Teacher

At most colleges and universities today, your teachers will not be preachers. By and large they will not use the classroom to tell you what you “ought” to think on such questions, what values you “ought” to espouse, what action you should undertake, though individually they may indeed discuss their views openly and candidly. Sometimes I wonder if we are letting you down, whether, consistent with the basic intellectual value of objective research and teaching, there shouldn’t be more exchange on this question of love of mankind, of sense of social responsibility and commitment: “You have taken care to develop his faculties, but not to form his character.” Without preaching we can, I am convinced, pose important issues of human values and social policy integrally in our teaching as well as in personal contacts. You as students in a free society will still develop your own specific commitments, as well as your own faculties, but we as teachers might provide you with greater stimulus and aid than, perhaps, we do now. If you find your university experience lacking in this aspect, I suggest that you raise your voices.

Finally, let me recommend love of learning, of intellectual goods. This may seem unnecessary, but it is surprising how many university students can lend themselves, because of the pull of social life or other distractions, to a kind of anti-intellectualism. This variety of anti-intellectualism is not so brutal as the “belch-and-bear hug” tactics of the late Senator Joseph R. McCarthy. Some of you may recall from your current history that he would have knocked his “Americanism” into the presumably bald pates of “eggheads” with a slippery-elm club. But the anti-intellectualism one finds in certain people on campuses everywhere may be more insidious precisely because its face is a casual, even genteel, but callous indifference—which may be masked by lip-service to intellectual excellence. Anti-intellectualism in any form whatsoever is a vulgar luxury today. It was always vulgar, but today it is a luxury, too, a grave danger. Intellectual excellence is a national need, and I do not mean only vis-à-vis Khrushchev in the matter of engineering and military hardware. It is a national need for the whole development and richness of American civilization, in terms of responsibility to the prospects of humanity the world over, toward working out creative social policies and carrying them through. According to Allen Dulles of the Central Intelligence Agency, Soviet industry has grown at an annual rate of 9.5 per cent over the last seven years, American industry at a rate of only 3.6 per cent. Such industrial and comparative figures offer only to suggest larger points. First, there is the imperative for well-educated generalists and specialists, not only in technology or economics or public policy but in other and less measurable realms of creative possibility. Second, there is the need for well-educated men and women who may constitute the yeast of an “attentive public” without which social, intellectual, and artistic leadership in a democracy is stultified. If we are to realize our potentialities as a people, anti-intellectualism in any form is something we cannot afford.

There is much more than this to be said about university life, and how you orient yourself to it. As you enter a university, you might remember the future beyond the immediate future of the four or seven years under the ivy, the life you will lead after your last degree. The realms of humanity or love of fellows, of mankind, and of learning offer, I think, some direction for both futures. Certainly this prescription of adventure and humanity is not an easy one; rather it is a stiff prescription of general excellence, and of moral concern. Yet it is the sort of thing that you, at the moment of transition to a college or university, ought to be thinking about.

Let me conclude by picturing for you a famous college gate. It stands at the edge of Harvard Yard at Harvard University in Cambridge. On one side is Massachusetts Avenue, a busy, dirty street, expressing the hurly-burly of a substantial industrial city, for Cambridge is not an isolated college town. On the other side of the gate is the studious quiet of Harvard Yard, the vastness of Widener Library, classrooms, faculty offices, dormitories. On the outside of the gate, inscribed in the stone, this legend appears—

"Enter, to grow in wisdom."

On the inside of the gate, as you leave to return to the city, you may read—

"Depart, better to serve thy country and thy kind."

All universities should have such gates, with such injunctions. And all students entering and leaving should pause, to consider their meaning.
The caricaturist's art is an especially demanding one. He can jibe, but he can never be malicious. He must be able to deflate an extended ego, but he can never do it out of spite. The best caricaturist is the artist who can report not only with wit and humor but with wisdom as well.

Roland Rodegast, an alumnus and former teacher in the School of Fine Arts, is a veteran free-lance artist working in New York City. At the request of Washington University Magazine, he agreed to do a series of drawings spoofing some of the familiar stereotypes of campus life. His material came from his memory of his own years as an undergraduate and teacher, and from an unsorted stack of miscellaneous campus photographs. Far more important was his own eloquent imagination, which guided itself. The result is a masterful series of drawings, the perceptive probing of a sensitive and very funny man.
Chancellor Ethan A. H. Shepley of Washington University receives the Alexander Meiklejohn Award for Academic Freedom in Pittsburgh, April 25. Shown with Chancellor Shepley are: (left) Professor Bentley Glass of Johns Hopkins University, president of the American Association of University Professors, the organization making the award; (third from left) Professor Robert Carr of Dartmouth College, chairman of the AAUP committee on academic freedom, which made the selection; (right) Arthur S. Flemming, secretary of the U. S. Department of Health, Education and Welfare, who gave the keynote address at the meeting.
American Association
of University Professors
names WU chancellor
"man most deserving
of recognition for devotion
to academic freedom."

Chancellor Ethan A. H. Shepley received, on April 25, the Alexander Meiklejohn Award for Academic Freedom. Presented at the national meeting of the American Association of University Professors—the organization sponsoring the award—the award was made to Shepley because of his continued devotion to the principle of academic freedom.

Chancellor Shepley was nominated for the award by the Washington University chapter of the AAUP, which adopted a resolution in December of 1957 instructing its executive committee to seek appropriate means of recognizing “Chancellor Shepley’s unique contribution to maintaining the values of academic freedom in the United States”.

At a campus dinner honoring Chancellor Shepley just prior to the formal presentation of the award in Pittsburgh, Professor Barry Commoner, president of the AAUP chapter, said, “This resolution was not proposed to commemorate any single dramatic act by Chancellor Shepley. Rather, the resolution reflected a steadily growing faculty opinion that the Chancellor had met his administrative responsibility in a manner which consistently revealed an unqualified faith in the value of academic freedom as a way of life for the University.

“By his own example Chancellor Shepley has stimulated a lively and critical exchange of ideas and opinion between faculty and administration and among faculty members themselves. He has been so successful in communicating his passion for the plainly spoken idea that on our campus—in contrast to other less fortunate institutions—one conforms to the ‘campus norm’ by frankly expressing opinions rather than concealing or obscuring them.”

An editorial in the St. Louis Post-Dispatch, commenting on the award, remarked:

“If anyone tries to recall some notable case of a faculty member under fire at Washington University, with Ethan Shepley standing staunchly for him, the attempt will be futile. There has been no such instance. The award went to the Chancellor because during his tenure Washington University has been notably hospitable to diverse points of view and the freest exchange of ideas. Instead of being a defender of academic freedom under attack, he has been an exponent of it in practice.

“Two examples of how Washington University has kept its mind open and its sights clear in recent years will illustrate this. When an outstanding scientist was unfairly forced out of private research, as well as from Government service, Ethan Shepley welcomed him and his talents to Washington University. When a Congressional witch hunt brought unfavorable publicity to a faculty wife and through her to her husband, the Chancellor reassured them of his support. So are life and spirit imparted to a company of scholars. Alexander Meiklejohn, whose name always will shine brightly in the history of higher education, teaches that academic freedom is not a privilege but a duty. The Shepley chancellorship is an exemplification of that positive concept.”
The Lost Art of Campus Humor

On the twenty-fifth anniversary of the death of Dirge, former WU campus humor magazine, a noted columnist (and former Dirge editor) holds a literary wake and speculates on the causes of its passing.

Frosh: "Is your girl a good dancer?"
Soph: "No. But, boy, can she intermission."

Washington University Dirge.
June 1934.

"It (Dirge) is not making a satisfactory contribution to the cultural achievements of the university, and it is felt that its absence will not materially affect any cultural growth."

Statement by Washington University administration, June 1934.

The first of these immortal quotations comes from memory. The second has been supplied by Harold Clover, now a producer of educational and industrial motion pictures and the last editor of Dirge, which survived for more than twenty years in the great days of the college comic magazine.

In saying that Clover was the ultimate editor, I am modestly overlooking myself, although I was the last Chief Mournor on record. It took me only one issue to achieve the traditional ambition of every college comic editor—suppression of the book, something my predecessors had tried, with much more diligence than I, to bring about. However, I cannot, in all fairness, claim the credit. Other editors, Clover, Sam Brightman, Porter Henry, Phil Becker, Stokely Westcott, and all the long procession had laid the groundwork.

I merely reaped what they had sown.

I have been asked to provide a memoir of Dirge on this twenty-fifth anniversary of its passing, and I wish I could remember more about it. Clover remembers quite a bit, but much of what he remembers is undoubtedly wrong.

He still remembers that that one issue, full of jokes which offended the decency of the times and got us into trouble with the authorities, resulted from a laughable error. These jokes, clipped from such learned journals as the Harvard Lampoon, the Minnesota Ski-U-Mah, the Alabama Rammer-Jammer, and the Penn State Froth, had been rejected as too racy for our readers and placed in a separate envelope.

Quaintly enough, this envelope was sent to the printer in place of the one containing the sanitary, faculty-approved jokes. This is what Clover remembers. As I remember, we set up most of one night inventing this explanation, which makes it all the more remarkable that he should be able to remember it, virtually word for word.

I believe this was the same issue from which we tore, by hand, one particularly smoldering story, leaving a jagged hole. The issue was a sellout, with every purchaser hoping to get a copy still containing that sordid anecdote.

What innocent, wide-eyed days they were, when Frosh and Soph, Study and Prof exchanged their witicisms and "Are you a Sigma Chi? No, I was kicked by a horse" held new delights every time we reprinted it in any of its myriad variations!

I suppose we were not materially affecting the cultural growth of the University. But, then, nobody had told us we were supposed to. We thought our purpose was to get out a humor magazine and to battle our natural enemies: the administration, the faculty, and, especially, Student Life.

This last was a paper which took itself with monumental seriousness and held Dirge in disesteem. Once, I recall, Student Life printed a letter from a lady into whose hands a copy of Dirge had fallen. Her reaction may be judged by her signature: Outraged Mother. From then on,
Outraged Mother became one of our favorite characters.

Well, this is all gone now. The college comic magazine, I understand, is a feeble shadow of what it once was. There are no Studes and Frosh any more. It may even be that Outraged Mothers no longer exist.

While we of the Dirge staff did not particularly lament its death, since life in those days was full of a number of interesting things to do besides getting out a magazine, we did rather resent the fact that it was not given a proper burial. With indecent haste, the English Department, its hands still stained with our blood, assigned the physical remains—the office, desks and interchangeable envelopes—to its own darling project, The Eliot.

This was a literary pamphlet of fearsome intellectuality, featuring imagist verse and woodcuts of diaphanously-clad females sprinting across lonely moors. Dirge had, on several occasions, taken rude notice of The Eliot, and the fact that it survived us is heartening proof that right thinking and lofty principles win out in the end.

Dirge’s life extended from World War I to the middle of the Great Depression. College comic magazines were booming then. So were Judge and the pre-Luce Life. Our jokes and cartoons were picked up by College Humor, which paid off in the warm glow of importance it gave us to appear in the same publication with John Held Jr. and others of our idols.

The end of Dirge apparently was not an isolated phenomenon. Campus humor magazines declined almost simultaneously with the disappearance of the nationally circulated joke books which they emulated. To explain why this should have happened, a number of theories may easily be worked up. Propounding them, however, lies beyond my ability and interest.

We would have to have, in the modern manner, a symposium, a panel, or, better still, a Workshop, with everybody sitting around wearing name cards and using words like “dichotomy” and “a changing society” and “free men everywhere.”

We could fall, if we were not careful, into a discussion of “The Decline of American Humor,” one of the most dismal subjects now undergoing socio-economic scrutiny.

If a panel were assembled to discuss this matter, one member, probably a large woman in a flowered hat, would point out that the college comic magazine failed because its readers hungered for Significance, that in time of, etc., etc.

Another would contend that, in the era of the Organization Man, college students are all conformists and therefore do not lend themselves to the revolt against established authority that, etc., etc.

A third might suggest that the college humor magazine got the ax because it was dull and inept. This opinion, which might possibly be correct, I choose to ignore.

Someone would bring up the Russians and convey the information that there is no comic magazine at the University of Moscow. (If they had one, would we have to have magazines twice as funny to hold our own in the cold war?)

The theories, guesses, and suppositions could be spun out forever. Perhaps all that needs to be said is that the campus comic was a phenomenon like the unbuckled galosh, the edible goldfish, or the 27-man telephone booth, which have their brief moment and vanish.

I am not sure I would bring the college humor magazine back if I could. And yet it was not an altogether valueless institution. I am not as convinced as some people say they are that humor and satire are essential in a democracy. But I think they are useful, and the college humor magazine can provide a training ground. If it isn’t professionally slick in its humor, it can at least plead that it is creating characters, the way the amateur football team builds character.

There is one more theory which occurs to me. In going back over some old copies of Dirge I am struck by the emphasis on what might be called boy-girl relationships. There is quite a lot of that.

Today’s college student, I am told, is typically married and a parent, or at least going steady or pinned—and therefore not interested in the one aspect of campus life which seemed to occupy our thoughts in the long ago.

A campus magazine might succeed if it were built around domestic humor, bright saying of kiddies, and cas-serole recipes.

I wish I could remember what that joke was that we had to tear out.
A GREAT LADY
BECOMES EMERITUS

ADELE Starbird was dean of women at Washington University for 28 years. She came to the University in 1931 as dean of women and professor of French. Her sixteen years as a teacher of French at the University and her life-long devotion to French literature and French culture have earned her a knighthood in the Order of the Academic Palms. Her years of devoted service to the University and its students have earned her a retirement carrying with it recognition as dean emeritus of women. Thousands of people have regularly read her newspaper columns over a period of thirteen years, the first of those with the old Star-Times, the most recent eight years twice weekly in the St. Louis Post-Dispatch. Her wit and her wisdom range over a wide variety of subjects, as gentle or as pointed as her subject and her conviction require. The personal devotion of the hundreds of students who have sought her help was dramatically demonstrated at a tea and reception in Dean Starbird's honor, sponsored by Mortar Board Alumnae and the Woman's Faculty Club, at the home of Chancellor Shepley on May 24. More than 400 former students and colleagues joined in paying tribute to her service, her understanding, and her help. Retirement at the University is a matter controlled by policy, and official retirement as dean of women will only alter, not halt, an active, interested life. Mrs. Starbird will visit France this summer, and on her return will continue her writing. The impact of such a personality will be felt for longer years and in further places than most of us realize. How far and how long is the measure of her contribution.
Viktor Hamburger, professor and head of the Department of Zoology, elected a fellow of the American Academy of Arts and Sciences.

Professor of Chemistry Samuel I. Weissman, awarded an unrestricted $50,000 research grant.

The Liberal Arts Council honored Dean Thomas S. Hall, College of Liberal Arts.

Robert F. Dannenbrink Jr., a senior in the School of Architecture, shown with his model that won the $5,000 Paris Prize in Architecture, top architectural award in the United States. This award is the Lloyd Warren Fellowship.
ARCHITECTURE STUDENT WINS TOP PRIZE . . .
Robert F. Dannenbrink Jr., a senior in the School of Architecture, is the winner of the $3000 Paris Prize in Architecture, top architectural award in the United States.

The award, known as the Lloyd Warren Fellowship, is given by the National Institute for Architectural Education. It provides for a year's travel and study in Europe. Dannenbrink plans to study at the Ecole des Beaux Arts in Paris during his year abroad.

The Paris Prize is based solely on the merits of work entered to compete for it, with no other consideration or recommendation. Dannenbrink placed first in a field of 141 students. The problem set for this year's competition was to design an international science center for findings from the International Geophysical Year program.

WEISSMAN RECEIVES $50,000 UNSOLICITED GRANT . . .
Samuel I. Weissman, professor of chemistry has been awarded an unsolicited and unrestricted research grant of $50,000 by the Petroleum Research Fund, administered by the American Chemical Society.

The award will further Dr. Weissman's pioneering work in electron magnetic resonance, which has enabled chemists to observe the distribution of electrons in molecules (for many years a matter of speculation) and to study the rates of reactions that occur too fast for conventional methods.

Weissman began his work in this field in 1951. stimulated by the uniquely co-operative efforts of members of the physics, chemistry, and botany departments. Since then students and teachers have come from England, Israel, the Netherlands, and many American laboratories to study the techniques used at WU.

GIFT FOR MUSIC LIBRARY . . . Washington University has received a $250,000 gift from Mrs. Clifford W. Gaylord for construction of a music library. The building is given as a memorial to her husband, General Clifford W. Gaylord, a member of the Washington University Corporation from 1941 until his death in January 1952. General Gaylord was president of the Gaylord Container Corporation.

The building, to be called the Gaylord Music Library, will be located southeast of the present Music Department administration building and will run north and south. facing on Ellenwood avenue. It will contain a large reading room, a seminar room, and a series of small listening and tape recording rooms. It will be connected to the administration building by a covered walkway.

Construction will begin as soon as plans have been completed. Smith and Encroth have been named as architects.

HAMBURGER AND MALLINCKRODT HONORED . . .
Viktor Hamburger, professor and head of the department of zoology, and Edward Mallinckrodt Jr., chairman of the board of Mallinckrodt Chemical Works and an honorary member of the WU Board of Directors, have been elected fellows of the American Academy of Arts and Sciences.

Hamburger, one of the country's leading authorities in the field of experimental embryology, was elected a fellow in the academy's class of biological sciences, zoology section. Well known for his research in developmental genetics, he came to Washington University in 1935 as assistant professor of zoology and was named professor and head of the department in 1944.

Mallinckrodt was named an honorary member of the University's Board of Directors in 1950, after having served as a regular board member from 1923 to 1942.

FOUR FULBRIGHT SCHOLARSHIPS WON . . .
Three WU faculty members and one graduate student have received Fulbright awards for study next year. J. H. Hexter, professor and head of the Department of History, has received a Fulbright fellowship to lecture at the University of Edinburgh, Scotland. William D. Johns, associate professor of geology, will leave in September to do research at the Mineralogisches Institut of the University of Goettingen. He will study the ion exchange characteristics of recent ocean sediments from all over the world.

Henry H. Schloss, assistant professor of economics, will spend his year in India and other South Asian countries making an intensive study of the role of private business and industry in those nations' economic development. Miss Martha McCulloch, graduate student in music, will study voice next year at the Giuseppe Verdi Conservatory in Milan, Italy, under her Fulbright scholarship. Paul Packman and Stephen Ellenburg, both seniors in the College of Liberal Arts, were named first alternates for Fulbright scholarships.

DEAN HALL HONORED . . . At its final meeting this spring, the faculty of the College of Liberal Arts joined in an expression of appreciation for Thomas S. Hall, Dean of the College for ten years. The formal vote of confidence stated that "Tom Hall epitomizes in his person everything that the University should stand for. Dean Hall has not only been an effective administrator representing the College in fortune and in adversity, he has not only been an able defender of the College against its critics and an eloquent advocate of it among its

Continued on page 22
START . . .
FINISH . . .

SIGMA NU RELAYS
Francis O. Schmitt (right), who spoke at the dedication of the Adolphus Busch III Laboratory of Biology on May 4. With him are (from left): Professor Barry Commoner; John L. Wilson, executive vice president of Anheuser-Busch; and Chancellor Shapley.

New light coagulator for the Department of Ophthalmology is demonstrated for Dr. Frank Bradley (left), administrator of Barnes and affiliated hospitals, and Mrs. Zoe Williams.

Tom Curtis (right), U. S. Congressman from Missouri, is shown with Business School Dean Ross Tramp. Congressman Curtis spoke to students of the School of Business on March 30.

friends, but he has remained through it all an effective teacher, a productive scholar, and a steadfast colleague.”

BIOLOGY LABORATORY DEDICATED . . . The new Adolphus Busch III Laboratory of Biology at WU was dedicated May 4 at a program in Rebechett Hall adjoining the new building. Francis O. Schmitt, institute professor and professor of biology at the Massachusetts Institute of Technology, gave the dedication lecture. John L. Wilson, executive vice president of Anheuser-Busch, Inc., formally presented the building to the University. The laboratory was made possible by a gift of $200,000 from the Anheuser-Busch Charitable Trust. The new building will enable the University to proceed with its program of expansion and intensification of work in cellular and molecular biology.

INSTRUMENT FOR BLOODLESS EYE SURGERY PURCHASED . . . A $13,000 German instrument that condenses light to a pin-point focus has been obtained by the Department of Ophthalmology at the School of Medicine. Called a light coagulator because it employs light to affect tissue, the instrument projects rays of light to a point on or within the eye needing surgical repair. It can burn off tumors or close tiny holes by searing. The rays can be directed to the precise part of the eye requiring attention, without cutting into the eye.

The instrument works in much the same way as a child’s magnifying glass, used to burn a piece of paper by projecting the sun’s rays. After focusing the light beam, the surgeon turns on the beam to the proper intensity for just a moment. The procedure is quick and painless.

The new instrument was provided through donations by Mrs. Zoe Williams and Barnes Hospital as well as University funds. It is one of three now in use in the United States.

WU STUDENTS WIN GRADUATE AWARDS . . . Thirteen WU students are among 1,200 American and Canadian students who have been awarded Woodrow Wilson fellowships for graduate study next year, it has been announced. The Woodrow Wilson fellowships, awarded graduate students preparing for college teaching, provide $1,500 for the year, plus the full cost of tuition and fees.

The National Science Foundation has awarded eleven WU students fellowships for graduate study in science during the 1959-60 academic year. In addition, seven co-operative graduate fellowships and three summer fellowships were awarded WU students by the foundation. The awards were made on the basis of competitive examinations.

COMPTON WINS GUGGENHEIM . . . Arthur Holly Compton, distinguished service professor of natural philosophy and former chancellor of WU, has been awarded a Guggenheim fellowship. Purpose of the fellow-
ship is a study of the various challenges presented to mankind by the physical, social, and political changes that have accompanied the advance of science and technology.

SANITARY ENGINEERING LABS OPEN . . . New sanitary engineering research and graduate laboratories were opened in February. The five laboratories have been established in the new engineering laboratory building adjacent to Cupples I and II and Sever Institute of Technology.

A division of the department of civil engineering, the laboratories are equipped with modern instruments and apparatus for research in sanitary engineering. Facilities include four walk-in constant temperature rooms, spectrophotometers, Kjeldahl nitrogen apparatus, Warburg respirometer, Van Slyke apparatus, settling columns, ovens, furnaces, microphotometric equipment, and column chromatographic apparatus.

NEW GRADUATE PROGRAM ANNOUNCED . . . A program of graduate study which leads to a doctor of philosophy degree in cellular and molecular biology has been established, with active research scheduled to get under way next fall.

The program, sponsored by the departments of botany, chemistry, physics, and zoology, is under the direction of the University's newly established Committee on Molecular Biology. Professor Barry Commoner is chairman of the committee. A training grant of $50,000 a year from the National Institute of Health supports the new program. Facilities of the newly completed Adolphus Busch III Laboratory of Biology will be completely devoted to the program.

GREEN RESIGNS AS DEAN OF LAW SCHOOL . . . Milton D. Green has resigned as dean of the Washington University School of Law, as of October 1. Chancellor Ethan A. H. Shepley accepted Green's resignation with great reluctance and only after having asked him to reconsider the decision.

Green, dean since 1953, had earlier been granted a leave of absence for the year 1959-60, which he will spend in New York as acting director of the Institute of Judicial Administration and as visiting professor at New York University.

ELIOT DIVISION OF CHILD PSYCHIATRY OPENS . . . WU's new William Greenleaf Eliot division of child psychiatry opened officially in April at the former Mission Free School, 369 North Taylor Avenue.

The new division, headed by E. James Anthony, Ittellson professor of child psychiatry, will be composed of two units: the Child Evaluation Clinic, for diagnosis and treatment of mentally retarded children, and the Community Child Guidance Clinic, for emotionally disturbed children.

The Mission Free School had been a refuge for home-
"To Provide for the Future"

New bequests and estate planning program announced by Washington University.

Chancellor Shepley and the Board of Directors of Washington University have announced the establishment of a bequests and estate planning program as part of the Development Program of the University. Under the direction of H. Hadley Grimm, an alumnus of the WU School of Law, the new office is designed to provide attorneys, trust officers, and others with general information about estate planning and opportunities for memorial gifts and other bequest contributions to the University.

In an interview Grimm pointed out the importance of bequests for private universities. Endowment funds have always played a large role in the financial structure of privately supported colleges and universities, and the greatest proportion of endowment funds comes through bequests. In the past gifts for endowment came principally in large sums from wealthy individuals. Today the critical need is for bequests of all sizes, including modest amounts from a large number of givers.

Some studies have estimated bequests as the source of 90 per cent of endowment funds for American Colleges and universities. And in previous years endowment provided a large percentage of university budgets. Yet at Washington University, 14 per cent of the general University budget is covered by endowment income at the present time.

Such figures have led a number of colleges and universities to start bequest programs in the last decade or so. Not much is known about the field; only the necessity for such a program is apparent. An analysis of 72 estate bequests to Washington University over a ten-year period showed that only eighteen came from alumni. This means that out of 30,000 alumni an average of less than two a year leave tangible evidence of their allegiance to their University. The University is convinced that part of the reason is that alumni do not understand the importance of even a small bequest in providing educational opportunities for future generations. A bequest of $5000 will endow an annual gift of $200 in perpetuity, with the principal always intact. This means that in twenty years that bequest will have yielded $4000. Real satisfaction can be found in such a testamentary gift to higher education, and the importance of such bequests to the University cannot be overestimated, Grimm stated.

Many of the functions of the new office are still in a planning stage. One new program under way, however, is the life income plan. This plan, available for gifts of $4000 or more, is a form of deferred giving. The amount the donor designates is given to the University and becomes a part of the University’s merged endowment securities portfolio. The donor receives the benefit of the net income of the merged fund. The University agrees to pay this income for the lives of any two designated persons, each of whom is sixty years of age or older at the time of the gift. The life income is determined by the rate of return earned by the University on its merged investment funds. Such rates have ranged from 4.78 to 6.67 per cent over the last ten years. A substantial portion of the gift is deductible for income tax purposes, and additional savings in estate and inheritance taxes may also accrue.

One function of the bequests and estate planning program will be that of service and information on the importance of wills and the necessity of a periodic review of their provisions. Director Grimm is being advised in the program by the Committee on Bequests and Estate Planning of the Washington University Council. Daniel Bartlett is chairman of this committee, with David R. Calhoun acting as Board representative. Members include G. A. Buder Jr., Clarence D. Cowdery, Hord W. Hardin, Charles Herman, C. Sidney Neuhoff, and Chapin S. Newhard.
THE COMPANY WE KEEP

II

Werner Phillip, of the Freie Universitaet.
Berlin, guest professor at the University
of Wisconsin, spoke on "The Historical
Conditioning of Political Thought in Russia."
sponsored by the Department of History.

Justice William O. Douglas, U. S. Supreme Court Justice,
well-known author and traveler, was on the campus this
spring for the annual Tyrrell Williams Memorial Lecture.

The Joseph W. Kennedy
Memorial Lecture, estab-
lished last year, was given
by E. Bright Wilson, Richards
Professor of Chemistry
at Harvard University.
Max Lerner, author, Professor of American Civilization at Brandeis University, columnist for the New York Post, was Law Day speaker.

One of the year's three visiting lectures in comparative literature, sponsored by the Oregon E. Scott Foundation, was given by Harry Levin, professor of English and comparative literature at Harvard University.

The Frontiers of Science lecture series, sponsored by the University and the St. Louis Public Schools Advisory Committee, brought Bentley Glass here in April. Dr. Glass, biology professor at Johns Hopkins, spoke on "Genes and the Man—New Vistas."

An address was delivered by Dr. Charles B. Ferster of the Psychiatry Department, University of Indiana Medical Center. Dr. Ferster spoke on "Experimental Control of Behavior in Schizophrenic Children."

THE COMPANY WE KEEP
H. J. Muller, Nobel Prize winning geneticist, spoke at the Eliot Honors Day assembly in May. Professor Muller is distinguished service professor at the University of Indiana.

Ralph Bunche, Under Secretary for Special Political Affairs for the United Nations, Nobel Peace Prize winner, spoke at the Brotherhood Week assembly on Wednesday, February 18.

Sigma Xi sponsored an address in April by Hugh Odishaw, Executive Director of the United States Committee of the International Geophysical Year.

Reverend Roland Bainton, professor of church history at Yale Divinity School, spoke on "The Religion of the Renaissance" at a colloquium sponsored by the Interdepartmental Committee on Religious Studies.
The New Dormitories
Washington University’s four new dormitories will be ready for occupancy this fall. As of May 21, reservations had already been made for over half the rooms available in the new buildings, Paul Connole, assistant dean of students, announced in an interview.

Each of the new dormitories built on the “south forty” across Forsyth from the main campus will accommodate 144 students; two dormitories are planned for men and two for women. Fees for living in these dormitories, including a 20-meal-a-week contract, amount to $800 for an academic year.

University administrators hope that the new dormitories will cause a gradual transformation of the character of the University, attracting more and more students from other parts of the country and the world. New dormitories will also do much to overcome the problem of not being able to “go away to school.” Until enrollment increases to the point where it is no longer possible.

St. Louis area students will be encouraged to live in the dormitories, if they so desire. This resident student population should do much to integrate and draw together student activities which have traditionally tended to drift away from the campus.

The new dormitories are part of a long-range plan designed to locate all student housing on the south forty. Dean Connole emphasized, however, that the chances for all student housing to be moved within the next five years depend on an expansion of the student body.
years are slim, since this would include fraternity houses also. Eventually fraternities will also move to the area, with what is known as a "lodge" system—each fraternity will have a separate building adjacent to a dormitory but have their eating and recreation quarters in their lodge building, accessible through a covered walkway.

Since the new dormitories are built on a unit system, with three sections with separate entrances for each dormitory, a fraternity section will in effect be separate living quarters also. Before this ultimate plan can be put into effect, however, provision will be made for the present fraternity houses. No plan has as yet been worked out for the ultimate disposition of fraternity row. The houses in fraternity row are now owned in title by the University, because the University originally furnished the money for their construction. Since that time, the fraternities have paid back the University and now in effect "own" the properties.

The University also plans to relinquish Lee and McMillan halls as dormitories. Liggett hall, now a dormitory, will be reserved for academic use beginning next fall. The only immediate changes in Lee and McMillan will be a reversal of their roles as dormitories for men and women. Next year Lee will house women and McMillan men.

This change is necessitated, Dean Connole explained, by the plan to house all students over 21 and graduate students in these two dormitories. Since many more men than women over 21 apply for admission to the University, more dormitory space is needed for men. McMillan has room for almost 100 more students than does Lee. Also, 50 to 75 medical and dental students will live on the Hilltop campus next year; they will be housed in McMillan.

Students who live in the new residence halls will eat 20 meals a week on the campus. A new dining hall will be built in the dormitory area within the next year; until it is completed, resident students will eat elsewhere on the campus under the same arrangement that will apply to the new dining hall. Students living in three of the dormitories will eat at the Student Center in the basement of Liggett next year; students from the fourth will eat in McMillan. Women students living in Lee hall will also eat in McMillan.

There has been some student criticism of the 20-meal plan, Dean Connole pointed out, and an adjustment will be made when a personal situation dictates that a student cannot eat 20 meals a week in the dining hall. In the case of St. Louis area students living in the dormitories who prefer to spend weekends at home, the meal contract may be cut to 15 per week. Students having many of their classes on the Kingshighway campus—for example, in physical therapy or at the Central Institute for the Deaf—might also have their meal contract cut to 15. Each case will be decided on an individual basis.

The parking committee of the University has not yet decided whether to require permits for the south forty. The original decision to charge for parking on the Hilltop campus came about because the budget could not allow for the increased parking facilities which were in demand. Revenue from parking permits has been used to build and maintain new parking lots on the campus. In the case of the new dormitories, parking lots will be built and maintained under the same contract covering the dormitories, which may eliminate the need for a special parking assessment.

In the women's dormitories, mature, adult women will be on duty daily from early morning until closing hours at all times the dormitory is in use by students. Living quarters on the campus will be provided for these "resident proctors."

Full-time resident graduate students will live in the buildings—one in each section. These students will be concerned with the social group, the daily problems of the girls in the section. The graduate student will act as counselor to the individual student and adviser to the group.

The six graduate residents in the women's dormitories will have their counterparts in the men's dormitories, but there will be no men on duty during the day in the men's dormitories. The six graduate residents will act as building managers.

This system of supervision of dormitories places substantial responsibility in the hands of the student government organizations, Dean Connole stated. The residence hall council will make decisions for the dormitories and see that rules are adhered to (this is the same system now in effect in Lee-Liggett and McMillan). Minor infractions of the rules carry specified punishments. Major transgressions are reported, with a recommendation for action, to Dean Connole.

The 32-foot-wide pedestrian underpass at 6500 Forsyth will also be ready for September classes. This landscaped underpass, designed by architects Smith and Entzeroth, will enable students living on the south side of Forsyth to avoid the hazards of traffic while crossing to and from the main campus. The underpass is level with the ground on both sides of Forsyth; because of the height of Forsyth at the point of construction, a deep tunnel under the street was not necessary.

Each of the four dormitory buildings is four stories high. The two-story dining hall will include a lounge, snack bar, music and recreation rooms, and offices as well as main dining areas. St. Louis architects Hellmuth, Obata, and Kassabaum, Inc., all WU School of Architecture graduates, have planned the dormitory project, under the direction of the Campus Planning Office.
WILLIAM THEODORE BEAUCHAMP, on November 12, 1958. Professor Beauchamp taught English at Washington University in the early twenties. He is survived by his wife, the former Louise Jamieson, a daughter of the architect James F. Jamieson, who designed Washington University. Also surviving are a son, William Theodore Beauchamp Jr., a daughter, Mrs. Robert Day Carter: and four grandchildren.

BURTON BLAIR GULLION, on January 30, 1959. Mr. Gullion was basketball coach and professor of physical education at WU, having resigned his post as athletic director in March 1958. Survivors include his wife, Mrs. Elizabeth Crobbie Gullion; his son, William Gullion, sports publicity director at the University: a daughter, Mrs. Elizabeth Ann Wilson; and two grandchildren.

MRS. ETHEL PRISCILLA ALDEN SETTLE, on April 11, 1959. Mrs. Settle, coordinator for student employment, had been at WU since 1924. Surviving are a daughter, Mrs. James H. Dodittle Jr.; a sister, Mrs. Clyde M. Joice; a brother, Stewart B. Alden; and two grandsons.

LOUIS H. TOWLEY, on May 12, 1959. Professor of social work at the George Warren Brown School of Social Work, Mr. Towley joined the faculty here in 1946. Surviving are his wife, Mrs. Marie Towley, his mother, two brothers, and three sisters.

81-00

Raymond Gline Alexander, MTS 97, BSCE 08
Herbert Haskell Armstrong, MTS 00
Dr. A. J. Bass, MD 00
Dr. Edward G. Chalborn, MD 96
Dr. R. B. H. Gradwohl, MD 98
Dr. Theodore Greiner, MD 97
H. W. Herweck, MTS 92
Dr. F. E. Hicklin, MD 97
Leo Hirsch, MTS 97
Mrs. Marian E. Cox Johnson, AB 89
Dr. Frank Johnston, MD 97
Edmond R. Kinsey, MTS 93
C. F. Meyer, MTS 99
Dr. William Marvin Munsell, MD 45
Dr. James U. Scott, MD 94
Dr. James F. Smith, MD 81
Dr. J. H. Wilson, DDS 89

01-15

Dr. Guy Young Briggs, MD 08
Rudolph F. Buder, LLB 02
Delores Clark, NU 09
Dr. C. A. Epling, DDS 13
Worth W. Faulkner, XAB 13
Simeon M. Feinberg, BSCE 11
Mrs. Edith Baker Giduz, AB 11
A. Nelson Greene, MTS 12
Dr. T. F. Harmon, DDS 06
MacVeigh Harrison, LLB 02
Herbert Hausman, MTS 14
George Hickenlooper, MTS 04
Dr. Dwight L. Hunter, MTS 02
Mrs. Lily Sessinghaus Jenkins, AB 10, MA 31
Dr. Jacob Molier Keller, MD 04
Mrs. Edith Addie Langlois, NU 09
Herbert William Meinholz, MTS 12, BSME 17
Dr. Charles Morris Ming, MD 10
John K. Mowry, MTS 06
Dr. Wilson Albert Olds, MD 08
Dr. Thomas B. Pote, MD 02
Dr. George Fenton Ritchey, MD 10
Arthur Philip Skar, BSCE 09
Frank C. Stubbbs, MTS 15
Guy Study, XBArch 07
Dr. Robert Wallis, DDS 05
Marie Oliver Watkins, AB 10
Mrs. Florence Creecius Witrig, AB 01
Osa Wright, NU 08

16-25

Randolph T. Bankson, XBFA 23
Clifford Henry Beutel, BSBU 25
Dr. Harry Emerson Bland, MD 21
Dr. Calvin Clay, MD 22
Mrs. Myrtle Grisam Cole, NU 20
Dr. Oscar Alphonso Delaney, MD 22
Mrs. Chloe E. Gould Dickson, NU 25
Mrs. Marjorie Mooney Evans, LLB 24
Helene Margaret Flynn, NU 17
Edward W. Grant, XBSBA 23
Joseph Martin Green, AB 16
Reginald James Green, BSBU 24, MA 25
Mrs. Ruth Gronert Haigh, AB 21
Mrs. Henriette Polkson Harris, NU 20
Dr. Lloyd William Harris, DDS 23
John Brandon Hope, LLB 22
Mrs. Robert E. Kimball, MA 21
Dr. Paul Ignatius Kriegs, DDS 17
Bertha Lester, OT 20
Mary A. Loker, OT 21
John Daniel Luther, AB 17, MA 18
Joseph C. Lyons, LLB 24
Dr. Orville Colman McCandless, MD 25
Lawrence John McKim, LLB 22
Norris Arthur McLaughlin, BSC 24
Dr. David Olan Meecker, BSCE 23
Dr. Michael David Moran, MD 17
Dr. Thomas Benjamin Noble, MD 18
Dr. Walter Pierce, DDS 24
Mrs. Esther Fischer Pocclot, AB 21
Mrs. Marie Garrison Pollyea, NU 17
Margaret Luella Quinn, AB 17
Dr. Thomas Frederick Reitz, MD 21
Roy Elwin Russell, LLB 24, MA 27
Dr. Elber Edward Simpson, MD 21
Dr. Stuart Gross Smith, MD 24
Mrs. Kathryn Longmire Thomson, AB 19
Martin Ralph Walsh, LLB 25
Mrs. Elizabeth B. Walters, AB 17, MA 19
Eugene Sixt Well, BSCE 20
Charles T. Wilson, MTS 17
Marguerite Zoff, LLB 18

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Dr. Francis Claybourne Basham, MD 33
Mary Alma Boyd, NU 32
Mrs. Alice Richards Burgess, NU 28
Dr. Frank John Chapelski, DDS 32
Miss Ruth M. Dougherty, AB 30
Dr. Higdon Bryant Elkins, BS 28, MD 30
Mrs. Eula V. Haid Emrick, AB 29
Edward Paul Evans, BSEE 34
Arthur F. Gildehaus, BSBU 28
Mrs. Blanche Y. Greensfelder, MA 27
William Arnold Grobleck, Arch 26
Dr. Walter Marion Howard, MD 20
Leslie Cyril Jauney, AB 26
Dr. Raymond Laurier Jr., PhD 39, MD 44
Dr. Landon Rolla McIntire, MD 33
Dr. John A. Merideth, MD 27
Richard Lewis Meyer Jr., AR 37
Kenneth Mikkelsen, BSBU 29
William Murray Myers, MA 34
Mrs. Olive Schregardus O'Byrne, AR 28
Dr. Alvin Winfield Paulson, MD 32
Dr. Edward Sharp Powers, MD 35
William K. Protzmann, XAB 29
Dr. Albert John Rasche, DDS 30
Mrs. Helen Tobiska Rea, OT 40
Dr. Russell Julius Rossow, MD 39
Dr. Walter Allwein Ruch, MD 28
Dr. Walter Joseph Siebert, MD 26
William C. Stewart, BSEE 26
Dr. Richard O. Whiteaker, DDS 37
Mary B. Womack, MA 34

41-58

Dr. John Charles Blumenschein, MD 43
Gerald Wayne Hopper, Arch 51
Joseph Rutledge Kinsey, BSME 58
Mrs. Lorraine E. Geier Lowe, BSNU 11
John Sykes Martin, AR 38
Charles Willard Max, LLB 41
Mrs. Ruth Ann Jones Montague, XAB 47
Richard Fadden Patient, BSCE 49
Dr. Melvin Lazar Petkovich, DDS 43
Mrs. Juliette P. Clapp Snowbell, MSW 50
Earl Ross Trow, AB 56
Joseph P. Voelmecke, BSEd 51, MA 52

The Washington University Magazine wishes to extend its apologies to two alumni, Jose Richard Bodine, BS 19, MSBA 55, and Brainerd William LaTourrette Jr., LLB 55. To paraphrase Mark Twain, the reports of their deaths were greatly exaggerated. Our apologies for any confusion resulting from our error.
What is Washington University Magazine supposed to be—and why?

Principle Number One: Washington University Magazine is a university magazine, university-wide in its scope. Because it is the publication of a university, attempting to reflect the character and quality and personality of the university, it is basically academic in its expression. Universities are concerned with educational matters; at least a fair proportion of the material in the Magazine will always reflect this primary interest.

This is why class notes have been removed from the Magazine and put into a publication all their own. Class notes concern the personal lives and interests of alumni as a special group. The alumni, from the total University point of view, are one of several special groups, and as such their interests form a part, but not all of, the interests of the Magazine. Because class notes and other alumni interests deserve regular treatment, we have tried to simplify our editorial problem and do better by both interests by creating the Alumni News, the newsletter that appears in alternate months with Washington University Magazine.

Principle Number Two: Because the Magazine is University-wide in its scope, it should reflect the talents as well as the interests of all the people who are involved in the life of the University. We feel free to call on visitors—for example, Harry Ashmore, who wrote the splendid article on the crisis in education that appeared in the February issue. We call frequently on faculty, either to discuss their own special areas of interest, as Dean Passonneau did in February ("Design of the City") or to discuss important issues in education, as Dean Hall did in October ("The Conflict Between Teaching and Research").

For this issue we have brought in the work of two extremely talented alumni, artist Roland Rodegast and humorist Bill Vaughan. Each has his own technique for puncturing academic balloons. In the fall, we hope to present an article by alumnus Ernest Havemann, an accomplished writer who has done considerable feature writing for Life Magazine. Ernie will express some forthright opinions on what he expects a college education to give his son (now a high school junior).

Campus news, which many readers hear only by way of the pages of Washington University Magazine, will always remain an essential feature, although the limitations of space make it impossible to carry more than an arbitrary selection.

As yet we have not brought into the Magazine any student work other than art, but you may look forward to the appearance of some. You may also continue to expect the penetrating picture essays—such as the Sigma Nu Relays story in this issue—that Herb Weitman has developed to such an eloquent form.

What all this means, we hope, is that the content of the Washington University Magazine will be as varied and interesting as the University itself. There will be some material that is tougher going than your usual reading fare—but twenty minutes' concentration on a good article has rarely proved fatal exercise. In some issues, as in this one, we hope we will be able to provide some of the less severe fare that is also, in its way, an accurate reflection of this business of higher education.

Our aim in trying to produce such a publication is to provide a meaningful picture of what a university is all about, and to do it in a way that is neither dreary nor spectacular. With the help of a great many people—faculty, alumni, students, as well as the regular staff who have a hand in it all—I think we can make a worthwhile attempt. —RLP
WILLIAM CHAUVENET was chancellor of Washington University from 1862 to 1869 and a professor of mathematics here several years before that. His greatest achievement, however, has nothing to do with the history of Washington University. His greatest achievement is that it was through his efforts, more than any other man, that the United States Naval Academy at Annapolis was founded in 1845.

Of all the men who have served as chancellor of Washington University, Chauvenet may well have been the most brilliant scholar. He was a first-rate mathematician, author of three standard texts in the field. He was a precocious student, mastering all his collegiate mathematics work while preparing for his college entrance exams. In addition to his mathematical talents, he was a skilled student of classical languages and an accomplished pianist.

Chauvenet was educated at Yale, where three other Washington University chancellors—Norvell, Hoyt, and Shepley—went to school. He graduated with high honors, taught for a while in Philadelphia, and then began the efforts that led to the founding of Annapolis. For three years he was president of the academic board there, and a replica of a plaque installed in his honor at Annapolis is in view in Ridgley Library arcade.

When Chauvenet died at 51, in 1870, he was serving as president of the American Association for the Advancement of Science.

The quaint, almost histrionic pose of the Chauvenet that appears on the inside front cover of this issue fails to suggest the intelligence, talent, and influence of the man.

We have sufficient evidence of his stature as an educator. The changing fashions of photography would be poor reason to neglect his achievements.